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## 6: Let the Music Play!

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### Based on the Bicentennial Quarter



#### OBJECTIVE

Students will identify George Washington as the first President of the United States. Students will understand what a symbol is and will recognize symbols of America.



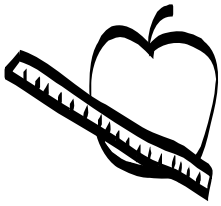
#### MATERIALS

- 1 overhead projector
- 1 overhead transparency of the following pages:
  - “Bicentennial Quarter Obverse”
  - “Bicentennial Quarter Reverse”
  - “United States Outline Map”
- “About George” worksheet
- Copy of a text about George Washington, such as:
  - *A Picture Book of George Washington* by David A. Adler
  - *The Story of George Washington* by Patricia Pingry
  - *George Washington: Farmer, Soldier, President* by Pamela Hill Nettleton
  - *When Washington Crossed the Delaware* by Lynne Cheney
- Chart paper
- Markers
- Copy of a text about patriotic symbols and music lyrics, such as:
  - *Yankee Doodle* by Marsha Qualey
  - *America the Beautiful* by Katherine Lee Bates
  - *Hurray for the Fourth of July* by Wendy Watson
  - *My Country ‘Tis of Thee* by Samuel Francis Smith
  - *Star-Spangled Banner* by Francis Scott Key
  - *America: A Patriotic Primer* by Lynne Cheney
- Crayons
- Musical recording of “Yankee Doodle” and CD or tape player or a musical instrument
- Student drums and sticks (optional)



#### PREPARATIONS

- Make copies of the “About George” worksheet (1 per student).
- Locate a text about George Washington (see examples under “Materials”).



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- Locate a text about patriotic symbols and songs (see examples under “Materials”).
- Make an overhead transparency of each of the following:
  - “Bicentennial Quarter Obverse” page
  - “Bicentennial Quarter Reverse” page
  - “United States Outline Map”
- Write the lyrics to “Yankee Doodle” on chart paper.



## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts
- Music



## TERMS AND CONCEPTS

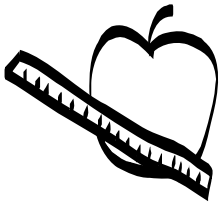
- Obverse (front)
- Past
- Symbol
- Patriotic
- Reverse (back)
- Present
- President



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Coins
- Musical instruments



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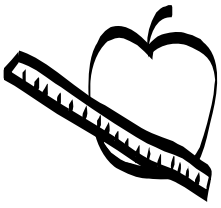
## STEPS

### Session 1

1. Display the “Bicentennial Quarter Obverse” overhead transparency. Ask the students what they know about the image. Make sure that the students understand that the image is the obverse (front) of a quarter, and the man on the quarter is George Washington. Tell the students he lived a long time ago, in the past, and was the first President of the United States.
2. Write the current date on a piece of chart paper. Ask the students to name the current President of the United States. Write the name under the date. Remind the students that George Washington was the President of the United States in the past, and the current person is the President today, in the present.
3. Discuss with the students what they already know about George Washington.
4. Introduce the students to the selected text about George Washington. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the text to the class and attend to any unfamiliar vocabulary.
5. After reading the text, ask the students what it was about. Using picture cues, describe the text’s major events. Record the responses on the chart paper.
6. On a new piece of chart paper, have the class use the ideas from the text and class discussions to sequence the major events of Washington’s life.
7. Ask the students to tell you what a symbol is. If necessary, tell the students that a symbol is an object that stands for something else. Use an example from the classroom or neighborhood such as the symbol for bathroom or children crossing a street.
8. Review the events on the chart paper and discuss what symbols could be created to represent the events. Add some of these symbols to the list of events.
9. Distribute the “About George” worksheet. Review the worksheet with the students. Have the students complete the worksheet individually.
10. Have the students share their “About George” worksheets in small groups. Collect the worksheets and display them in the classroom.

### Session 2

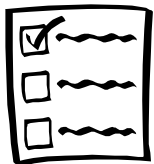
1. Display and review the charts from the previous session with the students. Explain that long ago there was a war (Revolutionary) and George Washington was the leader of the soldiers in the war.
2. Display the “United States Outline Map” overhead transparency. Explain to the students that our country didn’t always have 50 states. It had only 13 areas, and they weren’t even states; they were called “colonies.” Tell the students that, after the Revolutionary War, 13



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states were created from the thirteen colonies and that the states decided to come together as one single country called the United States of America. Highlight the location of the 13 colonies on the map. Tell the students that more states were added to the United States over time and now there are 50 states. Highlight the location of your state on the map.

3. Display the “Bicentennial Quarter Reverse” overhead transparency. Tell the students that, in 1976, the United States Mint made quarters with a special design on the reverse (back) to remind everyone of all the people who fought in the Revolutionary War and to celebrate our independence (which was declared in 1776).
4. Point out the circle of stars in the quarter image. Explain to the students that the 13 stars are symbols—symbols of the 13 colonies. Discuss the details of the image with the students. Point out the man (soldier) and the clothing and hat the soldier is wearing. Ask the students to identify the instrument the soldier is playing and explain that the drum was used to help the other soldiers march together and as a way to communicate with them during battle.
5. Introduce the students to the selected text about patriotic symbols and music lyrics. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
6. Ask the students to think of songs and symbols of our country. Record their responses on chart paper.
7. Tell the students that they may know a song that many of the Revolutionary War soldiers sang in 1776. Tell the students that “Yankee Doodle” is a song that was sung during the Revolutionary War and many Revolutionary War soldiers marched to the song and sang “Yankee Doodle” proudly.
8. Ask the students if they know the words to the song “Yankee Doodle.” Display the lyrics to “Yankee Doodle.” Play the song and point to the words as they are sung. Have the students sing along. After the students have learned the song, have them march around the room singing the song. Provide a toy drum for one student to keep the beat for the other “soldiers.”



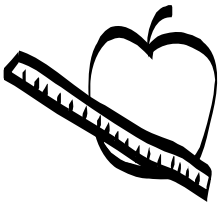
## ASSESSMENT

Use the students’ classroom participation and their responses on the worksheet to evaluate the extent to which the students meet the lesson objectives.



## ENRICHMENTS/EXTENSIONS

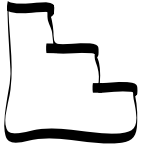
- Gather copies of the selected text and add it to the class library.
- Have students learn other patriotic songs to sing as a class.
- Have students create a Tricorn hat out of construction paper to wear while marching to “Yankee Doodle.”



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## DIFFERENTIATED LEARNING OPTIONS

- Allow the students to work in pairs when completing the activities.
- Provide books for the library area of the classroom, both as text and on tape.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- Have students learn more about the Bicentennial quarter, the July 1999 Coin of the Month, at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/1999/07.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/1999/07.cfm).
- Have students look at the New Jersey quarter design, based on a famous painting of Washington crossing the Delaware into New Jersey during the Revolutionary War at [www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/nj.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/nj.cfm).



# United States Outline Map

## THE ORIGINAL THIRTEEN COLONIES

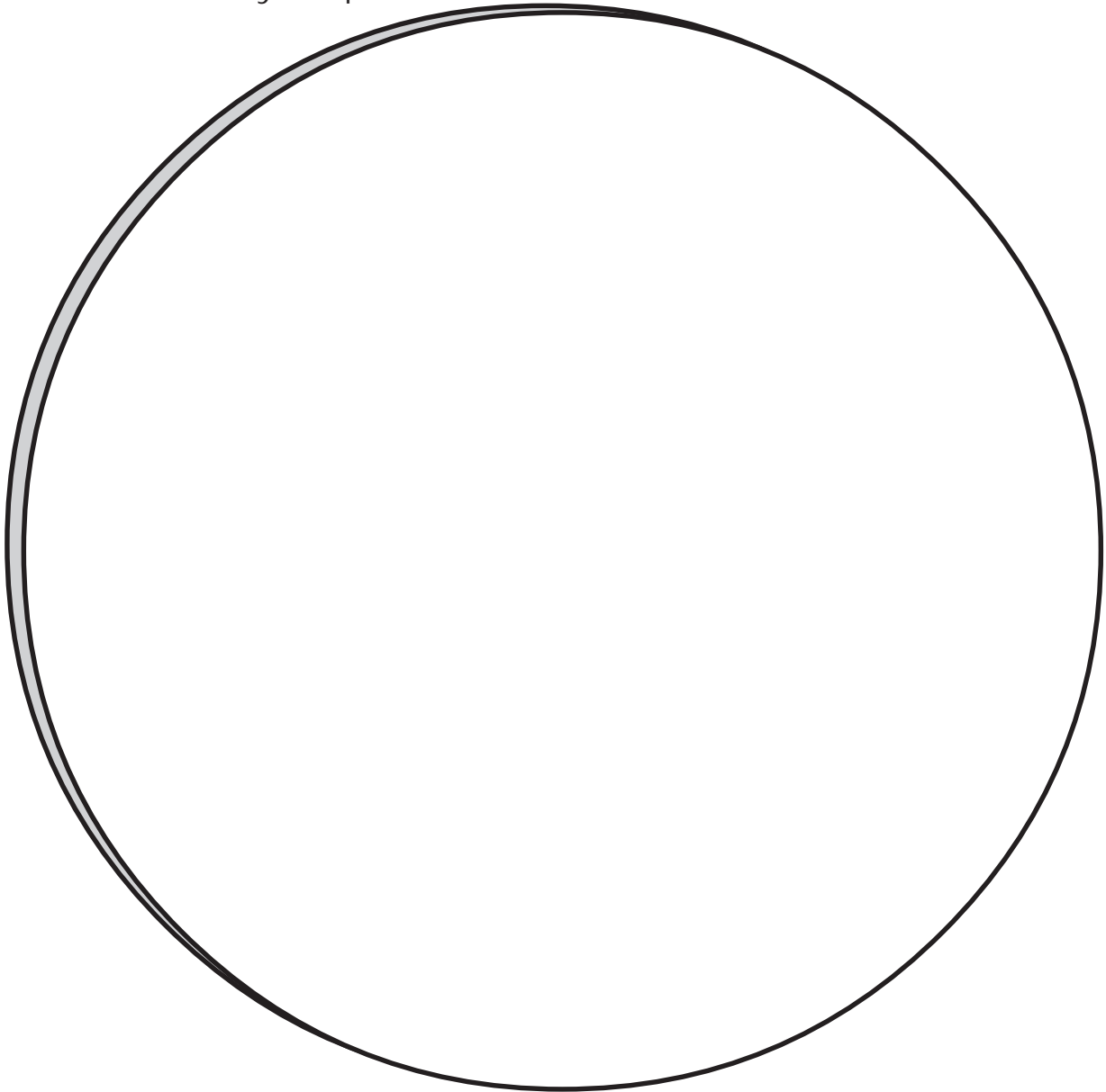




Name \_\_\_\_\_

# About George

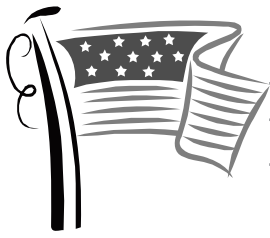
**Directions:** Draw and color a picture on the coin that shows something important from George Washington's life. Write about your picture on the lines below it.



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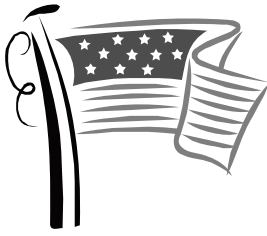
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# Bicentennial Quarter Obverse







# Bicentennial Quarter Reverse

